

Physical Education (P.E.) Skills Progression

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Dance	<ul style="list-style-type: none"> - Copies and explores basic movements and body patterns. - Remembers simple movements and dance steps. - Links movements to sounds and music. - Responds to a range of stimuli. 	<ul style="list-style-type: none"> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence. - Can vary the size of their body shapes. - Add a change of direction to a sequence. - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate - vocabulary. - Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance. - Beginning to improvise with a partner to create a simple dance. - Translates ideas from stimuli into a movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> - Beginning to exaggerate dance movements and motifs (using expression when moving). - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. <i>e.g. using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Uses the space provided to his maximum potential. - Improvises with confidence, still demonstrating fluency across their sequence. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> - Exaggerate dance movements and motifs (using expression when moving). - Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs. - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in dance sequences. - Improvises with confidence, still demonstrating fluency across their sequence. - Dances with fluency, linking all movements and ensuring they flow. - Demonstrates consistent precision when performing dance sequences. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work.

<p>Gym</p>	<ul style="list-style-type: none"> - Copies and explores basic movements with some control and coordination. - Can perform different body shapes. - Performs at different levels. - Can perform 2 footed jump - Can use equipment safely. - Balances with some control. - Can link 2-3 simple movements. 	<ul style="list-style-type: none"> - Explores and creates different - pathways and patterns. - Uses equipment in a variety of ways to create a sequence. - Link movements together to create a sequence. 	<ul style="list-style-type: none"> - Applies compositional ideas independently and with others to create a sequence. - Copies, explores and remembers a variety of movements and uses these to create their own sequence. - Describes their own work using simple gym vocabulary. - Beginning to notice similarities and differences between sequences. - Uses turns whilst travelling in a variety of ways. - Beginning to show flexibility in movements - Beginning to develop good technique when travelling, balancing, using equipment etc. 	<ul style="list-style-type: none"> - Links skills with control, technique, coordination and fluency. - Understands composition by performing more complex sequences. - Beginning to use gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. - Creates sequences using various body shapes and equipment. - Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> - Select and combine their skills, techniques and ideas. - Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. - Draw on what they know about strategy, tactics and composition when performing and evaluating. - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. - Links skills with control, technique, coordination and fluency. - Understands composition by performing more complex sequences. 	<ul style="list-style-type: none"> - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. - Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. - Adapts sequences to include a partner or a small group. - Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. - Draw on what they know about strategy, tactics and composition when performing and evaluating. - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances.
<p>Games</p>	<ul style="list-style-type: none"> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control. - Beginning to develop hand-eye coordination. - Participates in simple games. 	<ul style="list-style-type: none"> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation). - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/defending 	<ul style="list-style-type: none"> - Understands tactics and composition by starting to vary how they respond. - Vary skills, actions and ideas and link these in ways that suit the activity of the game. - Beginning to communicate with others during game situations. - Uses skills with co-ordination and control. - Develops own rules for new games. - Makes imaginative pathways using the equipment. - Works well in a group to develop various games. 	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the activity of the game. - Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> - Uses skills with coordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Works well in a group to develop various games. 	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the activity of the game. - Shows confidence in using ball skills in various ways, and can link these together. - Uses skills with coordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Can make suggestions as to what resources can be used to differentiate a game. 	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the activity of the game. - Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking.</i> - Keeps possession of balls during games situations. - Consistently uses skills with coordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills.

			<ul style="list-style-type: none"> - Beginning to understand how to compete with each other in a controlled manner. <p>Beginning to select resources independently to carry out different skills.</p>	<ul style="list-style-type: none"> - Compares and comments on skills to support the creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> - Apply basic skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> - Modifies competitive games. - Compares and comments on skills to support the creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply knowledge of skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and in combination.
Athletics	<ul style="list-style-type: none"> - Can run at different speeds. - Can jump from a standing position. - Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> - Can change speed and direction whilst running. - Can jump from a standing position with accuracy. - Performs a variety of throws with control and coordination. - Can use equipment safely 	<ul style="list-style-type: none"> - Beginning to run at speeds - appropriate for the distance. <i>e.g. sprinting and cross country.</i> - Can perform a running jump with some accuracy. - Performs a variety of throws using a selection of equipment. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i> - Demonstrates accuracy in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i> - Beginning to record peers performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump).</i> - Beginning to record peers performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control.
Swimming			<ul style="list-style-type: none"> - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Swims competently, confidently and proficiently over a distance of at least 25 metres. - Performs safe self-rescue in different water-based situations. 		
Outdoor Adventurous Activities			<ul style="list-style-type: none"> - Develops listening skills. - Listens to instructions from a partner/ adult. - Beginning to think activities through and problem solve. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses simple maps. - Beginning to think activities through and problem solve. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. 	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses and interprets simple maps. - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. 	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses and interprets simple maps. - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group.

				- Demonstrates an understanding of how to stay safe.	- Demonstrates an understanding of how to stay safe.	- Demonstrates an understanding of how to stay safe.
Evaluation	<ul style="list-style-type: none"> - Can comment on own and others performance. - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> - Watches and describes performances accurately. - Beginning to think about how they can improve their own work. - Work with a partner or small group to improve their skills. - Make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> - Watches and describes performances accurately. - Learn from others how they can improve their skills. - Comment on tactics and techniques to help improve performances. - Make suggestions on how to improve their work, commenting on similarities and differences 			
Healthy Lifestyles	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body. - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body. - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 			